SOCIAL NETWORKING SITES AND ACADEMIC PERFORMANCE AMONG HIGH SCHOOL STUDENTS IN BAZARVENG COMMUNITY

Submitted for the partial fulfillment of Bachelor of Social Work, 2023

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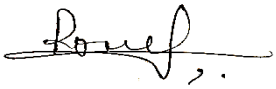

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CERTIFICATE

This is to certify that the research, **'Social Networking Sites And Academic Performance Among High School Students in Bazarveng Community**' submitted by Mr. Romel Laldinmawia, for the partial fulfilment of the Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for any award, degree or for any other institution of learning.

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List of Abbreviation

SNS	: Social Networking Sites
Pvt.	: Private
Govt.	: Government
UDISE	**:** Unified District Information System for Education
FGD	: Focus Group Discussion
GER	: Gross Enrolment Ratio
BBS	: Bulletin Board System

CHAPTER I
INTRODUCTION

1.1 History of Social Networking Sites

A social networking site is an online platform that allows people to create profiles, connect with others, and share content such as text posts, photos, videos, and links within a virtual community. These platforms enable users to interact with friends, family, colleagues, or even strangers, forming social connections and networks.

During the 1970s to 1980s, the concept of online social networks began with early forms of online communication like bulletin board systems (BBS) in the late 1970s and early 1980s. These systems allowed users to log in and communicate with one another. In the 1990s, the term "social networking" started gaining popularity in the 1990s. Services like SixDegrees.com (1997) allowed users to create profiles and list friends. Six Degrees is the first social media platform experts considered. It launched with popular features such as profiles, friend lists, and social affiliations.

Friendster (2002) is often credited as the first modern social networking site. It allowed users to connect with friends and was particularly popular in Asia. In 2006, Twitter was launched, introducing the concept of microblogging. It allowed users to share short messages (tweets) with a global audience. In 2010, Social networking sites like Instagram (2010), Pinterest (2010), and Snapchat (2011) emerged, each catering to different forms of content sharing and communication. From the 2010s till present, Facebook continued to dominate the social networking landscape. In 2012, Facebook acquired Instagram, and in 2014, it acquired WhatsApp, further expanding its user base and influence.

1.2 Social Networking Sites (SNS) as a means of communication

Social media has revolutionized the business, advertising, and education sectors. It has had a profound impact on how people communicate and has become an indispensable part of their lives. For example, WhatsApp has transformed the culture of instant messaging and taken it to new heights.

Nowadays, we can text anyone around the world, as long as we have an internet connection. This change has been brought about not just by WhatsApp, but also by Facebook, Twitter, LinkedIn, and Instagram.

Online communication has made it possible to reach people and audiences with information that was previously unreachable. It has raised people's awareness of what is happening in other parts of the world.

1.3 Pattern of Social Networking Sites (SNS)

The term "pattern" in the context of social networking sites refers to recurring behaviours, trends, or structures that are observed within the platforms. These patterns can encompass various aspects of user behaviour, content sharing, interactions, and trends that are commonly observed across different social networking sites.

Understanding these patterns helps social media platforms, marketers, and researchers analyse user behaviour, tailor content, and improve user experience on these sites. Patterns also provide insights into the social dynamics and trends that shape the online interactions of users within these digital communities.

A study conducted among students of Mizoram College of Nursing, Aizawl, reports that students faced problems while using SNSs are lack of privacy, poor internet facility, internet fraud and lack of technical knowledge. (see Lalnunpuii, E. 2021)

1.4 Education system in India

The types of education offered in India include primary, secondary, and tertiary education. Primary education is free and compulsory for all children aged six to fourteen years. Secondary education is not compulsory, but it is free for all children aged fifteen to eighteen years.

In India, there are more than 700 universities and 37000 colleges. The education system of India as a whole is not up to the mark. There are many problems in the education system. The quality of education is not good. There is a lot of corruption in the education system. The government is not doing enough to improve the education system. The school education system in India is vast and complex. It is overseen by three national bodies: The All-India Council for Technical Education, the University Grants Commission, and the National Council of Educational Research and Training. In addition to these, each state has its Department or Ministry of Education, which regulates school education within its jurisdiction.

As per Unified District Information System for Education 2021-22, there are as many as 1489115 schools were there in India as on 30th September, 2021.

1.5 Education system in Mizoram

Education in Mizoram consists of a diverse array of formal education systems ranging from elementary to university, from training institution to technical courses. The Government of India imposes mandatory education at least up to the basic level. For this public schools are made free of fees, and provided with free textbooks and school lunch.

The general pattern of education is simply a progression from primary to secondary education. Only after secondary level students are able to pursue their lines of career opportunities or preferences. Industrial Training Institute for craftsmanship training courses (tailoring, mechanic, electrician, cooking, etc.) was started in Aizawl by the state government in 1964 (Mizoram was then under Assam state).

Formal education in Mizoram started with the arrival of Christian missionaries. The Christian Missionaries introduced the Roman scripts in 1894 with a phonetic form of spelling. They started opening schools in few villages, such as Khawrihnim, Phulpui and Chhingchhip 1901. In 1903, three more schools were opened and seven more in the next year. In 1909, the first ever Middle Schools were opened in Aizawl and Serkawn respectively. In 1944, the first High School was started in Aizawl by public donations. The opening of High School marked a new epoch of event in the educational progress in the hilly area, now called Mizoram.

The Secondary Education consists of High Schools (Class IX and X) and Higher Secondary Schools (Class XI and XII). The Higher Secondary Schools came into existence only in the year 1996 when the Pre-University class equivalent to Class XI & XII was shifted from Colleges to Schools.

According to UDISE 2021-22, there are 715 High Schools with 4301 teachers having 40354 students; 204 Higher Secondary Schools with 1815 teachers having 26533 students.

1.6 Statement of the problem

Although the social media has various advantages, its usage adversely affected academic performance when the networking sites were used for the purpose of non-academic purposes. If the use of internet is not controlled properly it can have negative impact so this is study in order to know if the usage of social networking sites among high school students in Bazarveng, Lunglei have negative or positive impact.

In the academic world, everyone views social networking sites as a distraction and leads to negative impact on student academic performances in a negative way but some also claims that social networking sites helps them in their academic related. Past studies found that students who spend more time on social media sites are likely to demonstrate poor academic performance. This is because they spend time chatting online and making friends on social media sites instead of reading books.

1.7 Objectives of the study

The objectives of the present study are as follows: -

1) To profile high school students in Bazarveng community
2) To access the pattern and use of social networking sites among high school students in Bazarveng community
3) To identify the study nature and patterns of high school students in Bazarveng community
4) To measure the impact of Social Networking Sites (SNS) on academic performances among high school students in Bazarveng community
5) To suggest measures for social work intervention

1.8 Chapter scheme

The present study will be organised in the following chapters:

1) Introduction
2) Review of literature
3) Methodology
4) Results and discussion
5) Conclusion and suggestions

CHAPTER II
REVIEW OF LITERATURE

Review of literature is necessary to help the researcher in understanding the theoretical background and findings of various studies.

According to a study by Gok, T (2016) among 220 students in vocational school of higher education in Uk attempted to understand the positive and negative effects of social networking sites on students' studying and habits. The data were collected with the help of a questionnaire designed for gathering the students' opinions about the digital technologies and social media. The results revealed that the digital technologies and social networking sites have negative impact on students' studying and habits.

Ravichandran, D (2019) conducted a study on the Impact of Social Networking Sites Usage on Students' Performance that aims to recognize the importance of using social networking sites by students in their academic and extra-curricular success with help of a survey of data collection among more than 200 students from different schools in Trincomalee. The result of this study found an understanding of how students use online social networking sites, the time they spend and the type of information required and their overall performance. The study also makes recommendation on how to use online network to improve academic objectives.

Khan, S (2012) conducted a study on the Impact of Social Networking Websites on Students The study concluded that students whose age range from 15 to 25 mostly use social networking websites for entertainment. 60% of male students commonly used social networking websites for knowledge. Graduation students generally prefer social networking websites for entertainment. From this research study it was also found that people can use social networking websites due to social influence. This study determines that most of students use social networking websites due to their friends and its total average is 67.3% of total sample. Students having 3.0 to 3.5 GPA (Grade Point Average) mostly use social networking websites for entertainment.

Lenka, A & Mishra, S (2022) this study was conducted to determine the stage partner of social networking sites and its impact and academic achievement of post graduate student. The present study comes under ex-post factor research method. The researcher selected 100 post graduate student of Ramadebi university and Ravenshaw University by using random sampling technique and develop questionnaire for collection of data. The study shows that there is no statistically significant difference was found between group means as determined by one-way ANOVA (F (3,96) = .623, P=.602) post graduate students for their achievement with reference to their time spent on social networking sites. There is no statistically significant difference was found between group means as determined by one-way ANOVA (F(2,97)= 2.016, P=.139) post graduate students for their achievement with reference to purpose of using social media.

Batra, N & Goswami, R (2019) conducted research on the topic of social media and Youth: A study of college Going Students in Jaipur. It has been seen that upsurge in usage of

social media has led to an increase in Cyber Crime among the College going students. Social Media has become the status symbol for the students and a place where they can show a different side of their personality leaving behind the real truth. The more excess usage is affecting their health and also degrading their academic performance leading to cybercrime because of jealousy, frustration, peer pressure, etc. Hence, parents and teachers must focus on this issue and make them aware of the risks associated with the Internet and the laws to protect themselves.

Manjunatha, S (2013) conducted research on The Usage of Social Networking sites Among the College Students in India among 500 students in various colleges and universities throughout India. The findings of the study acknowledge the rampant usage of SNS among young college students in India. Their usage pattern of SNS, hours spending per week, gender differentiation in its usage, purpose of membership, their level of intimate relationships with online friends and much more interesting aspects have been dealt scientifically in this paper. The primary objective of the research undertaken has been to shed light on the evolution of the dominance of social networking sites among the Indian college students. Previous research in spheres of social networking sites and its impact on college students in different global and demographic context provided an extensive secondary source base for the study. As with many technologies, adoption of the Internet especially for its social uses has seen its highest levels of usage among young college students in India. The majority of current college students have had access to the Internet and computers for a large percentage of their lives. These digital natives see these technologies as a logical extension of traditional communication methods, and perceive social networking sites as often a much quicker and more convenient way to interact. That they are aware of the danger and risk involved in these sites is a positive indicator that Indian college students are not only techno-savvy and socially active through social networking sites but they also possess social consciousness.

Gizaw, A & Bole, A (2018) conducted a study on The Impact of Social Networking on students' academic Performance: The Case of Hawassa University. A Total of 398 (i.e. 94 females and 304 males) students have responded to the questionnaires. which counts about 95% of the total sample. The finding of the study indicates that students are engaged to social networking sites mostly for posting photos, posting music/videos and chatting with their friends. Only a few numbers of students are using the social network for their academic purpose. In the meantime, the time they spent on social networking sites has a significant negative effect on their academic performance. We recommend the universities to create awareness on how to use SNSs for academic purpose. Students should also have to manage themselves by using SNSs in the ways it is not badly affecting their academic works.

Lalnunpuii, E (2021) conducted research on Usage of Social Networking Sites by the Students of Mizoram College of Nursing, Aizawl, India. A structured questionnaire was designed and distributed to 100 students which 96 duly filled questionnaire was received. The findings of the study revealed that all the students were aware with SNSs and most of the students were having more than one account. Facebook, YouTube, Instagram was found the most commonly used SNSs. The main problems faced by the students while using SNSs are lack of privacy, poor internet facility, internet fraud and lack of technical knowledge.

Buragohain, P & Devi, K (2018) conducted a study on the Use and Impact of Social Networking Sites (SNS) among the Student Community of Assam Agricultural University (A.A.U), Jorhat, Assam. the paper highlights the important findings in respect to the use and impact of SNS. A self-made questionnaire was constructed and administered on a sample of 150 student community pursuing their degree in A.A.U, Jorhat. Random sampling technique was used. The result of the study showed that all of the students used WhatsApp and they used SNS through their smart phone for both academic as well as for entertainment purposes. Social Networking Sites had both positive and negative impacts on student community.

CHAPTER III
METHODOLOGY

3.1 Field of the study

The study was conducted in three high schools Solomons High School and Bazar High School, Adventist English School, respectively.

Solomon Higher Secondary School (H/S Section) is a private unaided school located in Bazarveng of the Lunglei district in Mizoram, established in 2005. The school provides education for students in Grades 9 to 12, with English being the medium of instruction. Solomon Higher Secondary School is a co-educational institution and does not offer any pre-primary classes. Presently, the school has around 70 students, most of whom are boarders.

Adventist English School was founded in 1990 and is situated in Bazar Veng, Lunglei, near BCM church. With the motto of 'to build character', the school provides education from pre-primary to class 10 and currently enrolls around 280 students.

Bazar High School was founded in 1984 in Lunglei town. It is one of the oldest high schools in the region and enrolls around 45 students. The school offers a comprehensive curriculum including Mathematics, Science, Social Studies, English, and more. Additionally, it offers a range of co-curricular activities such as a library, computer lab, and playground.

3.2 Research design

This study is descriptive in design and followed mixed methods of data in nature. The influence of social media usage on the academic performance, along with the patterns of their social networking site usage are analyse in this study.

3.3 Sampling

For the purpose of this study, stratified proportionate sampling technique was employed in identifying the respondents for the study from three schools namely; Bazar High School, Solomons Higher Secondary School and Adventist English School.

The sample size consisted of 60 samples including 20 students from class 9 of each school, which represent the overall population of the schools.

Thus, the overall sample size comprised of 60 students, with 27 male and 33 female students selected from the three schools.

3.4 Tools of data collection

Semi Structured Questionnaire was used for collection of data. The questionnaire is divided into 3 sections. The sections are profile of the respondent, pattern of social networking sites usage and academic performance (school related issues).

3.5 Sources of data

The primary data was collected through questionnaires, focus group discussions, and case studies, while the secondary data was collected from books, magazines, journals, and articles.

3.6 Data processing and analysis

The quantitative data collected through the questionnaire was processed using Microsoft Excel and SPSS. The statistical methods of averages and percentages were utilized to analyse the data sample.

CHAPTER IV
RESULTS AND DISCUSSION

In this chapter, the result of the analysis of the collected data through case studies, focus group discussion and questionnaire in schools of Bazar High School, Solomons Higher Secondary School and Adventist English School of Bazarveng, Lunglei.

4.1 Demographic profile of the respondents

It is necessary to know the demographic profile of the respondent in order to know or understand their basic details.

The demographic profile of the respondents were classified into gender, age group, religion, denomination and sub-tribe they are discuss in table 4.1.

In this study age group is classified into 12-14 and 15-17, among the respondent more than half (55.0%) are in the age group of 15-17 in which two third (71.9%) of the respondent are male and one third (35.7%) of the respondent are female and the remaining (45.0%) are in the age group 12-14 in which more than half (64.3%) of the respondent are female and the remaining (28.7%) are male.

Religion is classified into Christian, Muslim, Hindu and others. Majority (80.0%) of the respondent are Christian in which all female (100.0%) are Christian and more than half (62.5%) of male are Christian, one fifth (20.0%) of the respondent does not belong to the above listed religion and are categorized as others while one third (37.5%) are male.

Denomination is classified into Baptist Church of Mizoram, Presbyterian, United Pentecostal Church (NE), Seventh Day Adventist and Others. Majority (54.5%) of the respondent belongs to Baptist church of Mizoram in which three fourth (78.6%) are female and a little more than one fourth (29.6%) are male. A little less than one fourth (18.2%) belong to Seventh Day Adventist in which a little more than one fourth (29.6%) are male and a few (7.1%) are female. A few (12.7%) of the respondent does not belong to the above listed religion and are categorized as others in which one fourth (25.9%) are male and a few (9.1%) belong to United Pentecostal Church (NE) in which 14.3 percent are male and 3.3 percent are female. A few (5.5%) are Presbyterian in which a little more than one tenth (11.1%) are male.

The sub-tribe are divided as Lushai, Mara, Lai, Bru, Chakma and Hmar. Majority (60.7%) belong to Lushai tribe in which a little less than three fourth (71.4%) male and half (50.0%) female and a few (14.3%) belong to Chakma tribe with a little more than one fourth (28.6%) male. A few (8.9%) belongs to Hmar tribe with (17.9%) female. A few (7.1%) belongs to Bru tribe with (14.3%) male. A few (5.4%) are Lai tribe with (3.6%) female and (7.1%) male. The remaining respondents (3.6%) belong to Mara tribe with (7.1%) female.

Table 4.1 Demographic profile of the respondents

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Age Group**			
	12-14	9	18	27
		(28.1)	(64.3)	(45.0)
	15-17	23	10	33
		(71.9)	(35.7)	(55.0)
III	**Religion**			
	Christian	20	28	48
		(62.5)	(100.0)	(80.0)
	Others	12	0	12
		(37.5)	(0.0)	(20.0)
III	**Denomination**			
	Baptist	8	22	30
		(29.6)	(78.6)	(54.5)
	Presbyterian	3	0	3
		(11.1)	(0.0)	(5.5)
	UPC(NEI)	1	4	5
		(3.7)	(14.3)	(9.1)
	Seventh day Adventist	8	2	10
		(29.6)	(7.1)	(18.2)
	Others	7	0	7
		(25.9)	(0.0)	(12.7)
IV	**Tribe**			
	Hmar	0	5	5
		(0.0)	(17.9)	(8.9)
	Mara	0	2	2
		(0.0)	(7.1)	(3.6)
	Lushai	14	20	34
		(50.0)	(71.4)	(60.7)
	Bru	4	0	4
		(14.3)	(0.0)	(7.1)
	Chakma	8	0	8
		(28.6)	(0.0)	(14.3)
	Lai	2	1	3
		(7.1)	(3.6)	(5.4)

Source: Computed Figures in parenthesis are percentages

4.2 Family Socio-Economic Status

It is important to study and analyse the family profile of the respondents in order to understand the socio-economic status of their families in connection to their internet use, which involves both finance and materials are discuss in table 4.2

For this purpose, the variables are categorized into - socio economic base, type of family, forms of family and domicile (temporary/permanent).

With regard to socio-economic status, the variables are categorized as APL, BPL and AAY.A little less than half (48.3%) of the respondent belongs to BPL family in which (64.3%) female are more than (34.4%) male. A little more than one fourth (31.7%) belongs to APL family in which the percentage of male (37.5%) is higher than (25.0%) female. The remaining (28.1%) male and (10.7%) female belongs to AAY family.

The types of family are classified into joint family and nuclear family respectively. More than half (67.8%) are nuclear family in which male (71.9%) is higher than (63.0%) female and the remaining a little more than one fourth (32.2%) belongs to joint family in which (37.0%) female are more than (28.1%) male.

Forms of family is classified into stable and broken family. Majority (72.9%) of the respondents are born and brought up on stable family in which (75.0%) are male and (70.4%) female. While a little more than one fourth (27.1%) belongs to broken family in which (29.6%) female are more than (25.0%) male.

Domicile of the respondent is divided into permanent and temporary. More than half (61.0%) of the respondents live as temporary in Lunglei town in which the percentage of male (75.0%) are more than (44.4%) female. While only a little less than two fifth (39.0%) of the respondents lives in Lunglei permanently where female (55.6%) percentage is higher than male (25.0%).

Table 4.2 Family Socio-Economic Status

SI/NO	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Socio economic status of family**			
	APL	12	7	19
		(37.50)	(25.00)	(31.70)
	BPL	11	18	29
		(34.40)	(64.30)	(48.30)
	AAY	9	3	12
		(28.10)	(10.70)	(20.00)
II	**Types of family**			
	Joint family	9	10	19
		(28.10)	(37.00)	(32.20)
	Nuclear family	23	17	40

		(71.90)	(63.00)	(67.80)
III	**Forms of family**			
	Stable	24	19	43
		(75.00)	(70.40)	(72.90)
	Broken	8	8	16
		(25.00)	(29.60)	(27.10)
IV	**Domicile**			
	Temporary	24	12	36
		(75.00)	(44.40)	(61.00)
	Permanent	8	15	23
		(25.00)	(55.60)	(39.00)

Source: Computed Figures in parenthesis are percentages

4.3 Educational qualification of parents

Education qualification of parents are classified into educational qualification of father, mother and guardian as shown in table 4.3

Father educational qualification of the family is categorized into below HSLC, HSLC, HSSLC, graduate and post graduate. Nearly half (44.8%) of the father of the family educational qualification is below HSLC. A little less than one third (24.1%) of the father of the family passed up to HSLC. A little more than one tenth (13.8%) of the father of the respondent finished their education up to graduate level. A little more than one tenth (12.1%) of the father of the respondent finished up to HSSLC. The remaining few (5.2%) of the father of the family attained education up to post graduate.

Mother educational qualification of the family is categorized into below HSLC, HSLC, HSSLC, graduate and post graduate. A little more than half (51.9%) mother of the family educational qualification is below HSLC. A little less than one fifth (24.1%) of the head of the family passed up to HSLC. A little more than one tenth (13.0%) mother of the respondent finished their education up to HSSLC. A few (7.4%) mothers of the respondent attained education up to post graduate. The remaining (3.7%) mother of the respondent finished education up to graduate level.

Guardian educational qualification is categorized into below HSLC, HSLC, HSSLC, graduate and post graduate. Only two of the respondents fill up this question in which male guardian educational qualification is HSLC and female guardian educational qualification is HSSLC.

4.3 Educational qualification of parents

Sl/No	**Variables**	**Gender**		**Total N=60**
		Male n=27	**Female n=33**	
I	**Fathers' educational qualification**			
	Below HSLC	12	14	26
		(38.7)	(51.9)	(44.8)

	HSLC	9	5	14
		(29.0)	(18.5)	(24.1)
	HSSLC	4	3	7
		(12.9)	(11.1)	(12.1)
	Graduate	4	4	8
		(12.9)	(14.8)	(13.8)
	Post Graduate	2	1	3
		(6.5)	(3.7)	(5.2)
II	**Mothers' education qualification**			
	Below HSLC	13	15	28
		(46.4)	(57.7)	(51.9)
	HSLC	6	7	13
		(21.4)	(26.9)	(24.1)
	HSSLC	5	2	7
		(17.9)	(7.7)	(13.0)
	Graduate	2	0	2
		(7.1)	(0.0)	(3.7)
	Post Graduate	2	2	4
		(7.1)	(7.7)	(7.4)
III	**Guardians' education qualification**			
	HSLC	0	1	1
		(0.0)	(100.0)	(50.0)
	HSSLC	1	0	1
		(100.0)	(0.0)	(50.0)

Source: Computed Figures in parenthesis are percentages

4.4 Family Economic Profile

Family economic profile shows detailed of father occupation, mother occupation and family monthly income which are shown in table 4.4

Father occupation of the respondents are categorized into Govt servant, Business, daily wage earner, unemployed and others. A little more than one third (36.8%) of the respondent father of nearly half (48.4%) female and a little more than two tenth (23.1%) male worked as government servant at different level. A little more than one fourth (28.1%) of the respondent father of a little more than one fourth (30.8%) female and one fourth (25.8%) male are daily wage earner. A little less than one tenth (7.0%) of the respondent father of a little less than one two tenth (15.4%) female are doing business. A few (5.3%) of the respondent father of a little less than one tenth (9.7%) male are unemployed.

Mother occupation of the respondents are categorized into Govt servant, Business, daily wage earner, unemployed and others. A little more than one third (41.8%) of the respondents mother of a little more than half (53.3%) male and a little more than two fourth (28.0%) female worked as government servant at different level. A little more than one fourth (27.3%) of the respondent father of a little more than one third (40.0%) female and a little less than two tenth

(16.7%) male do not worked on the above listed occupation and are categorized as others. A little more than one tenth (12.7%) of the respondents' father of two tenth (20.0%) female and few (4.0%) male worked as government servant at different level. A few (10.9%) of the respondents' mother of two tenth (20.0%) male and only few (3.3%) female are doing business. A little less than one tenth (7.3%) of respondent mother of a few (8.0%) male and few (6.7%) female are unemployed.

Guardian occupation of the respondents are categorized into Govt servant, Business, daily wage earner, unemployed and others. Only three responds fill this up, the occupation of two female guardian are government servant, doing business and one male is daily wage earner.

Family monthly income is classified into below 10000, 10000-25000, 25000-35000, 35000-45000, 45000-55000 and 55000 above. Nearly half (48.3%) of the average family monthly income of the respondent is below rupees 10000, a little more than one fourth (28.3%) is between rupees 10000-15000, one tenth (10.0%) is rupees 55000 above, a little less than one tenth (8.3%) average monthly income is rupees 25000-35000 and the remaining few (5.0%) average income is between rupees 45000-55000.

Table 4.4 Family economic profile

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Fathers' occupation**			
	Govt. Servant	15	6	21
		(48.4)	(23.1)	(36.8)
	Business	0	4	4
		(0.0)	(15.4)	(7.0)
	Daily Wage Earner	8	8	16
		(25.8)	(30.8)	(28.1)
	Unemployed	3	0	3
		(9.7)	(0.0)	(5.3)
	Others	5	8	13
		(16.1)	(30.8)	(22.8)
II	**Mothers, occupation**			
	Govt. Servant	6	1	7
		(20.0)	(4.0)	(12.7)
	Business	1	5	6
		(3.3)	(20.0)	(10.9)
	Daily Wage Earner	16	7	23
		(53.3)	(28.0)	(41.8)
	Unemployed	2	2	4
		(6.7)	(8.0)	(7.3)
	Others	5	10	15
		(16.7)	(40.0)	(27.3)

III	**Guardians' occupation**			
	Govt. Servant	0	1	1
		(0.0)	(50.0)	(33.3)
	Business	0	1	1
		(0.0)	(50.0)	(33.3)
	Daily wage earner	1	0	1
		(100.0)	(0.0)	(33.3)
IV	**Family monthly income (in rupees)**			
	Below ₹10000	20	9	29
		(62.5)	(32.1)	(48.3)
	₹10000-25000	7	10	17
		(21.9)	(35.7)	(28.3)
	₹25000-35000	0	5	5
		(0.0)	(17.9)	(8.3)
	₹45000-55000	2	1	3
		(6.3)	(3.6)	(5.0)
	₹55000 above	3	3	6
		(9.4)	(10.7)	(10.0)

Source: Computed Figures in parenthesis are percentages

4.5 Household Profile

No of family is categorized into small 1-5, medium 6-10 and large 11-15. More than half (53.3%) of the respondent male (53.1%) and female (53.6%) fall under medium 6-10 family member. A little more than tenth (35.0%) of the respondent in which female (28.1%) is more than male (42.9%). A few (5.0%) of male (6.3%) and female (3.6%) of the respondent are in large family. (see table 4.1.5)

Table 4.5 Household Profile

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Number of family members**			
	Small (1-5)	9	12	21
		(28.1)	(42.9)	(35.0)
	Medium (6-10)	17	15	32
		(53.1)	(53.6)	(53.3)
	Large (11-15)	2	1	3
		(6.3)	(3.6)	(5.0)

Source: Computed Figures in parenthesis are percentages

4.6 Device and Social Networking Sites (SNS)

In this, related question about their device and social networking sites were asked which is shown in table 4.6

Almost all (98.3%) i.e., 59 of the respondents (100%) male and almost all (96.4%) female use social networking sites while only few (1.7%) of female (3.6%) do not use internet.

Device use by the respondent are classified into phone, pc and laptop. Almost all (96.9%) of the respondent all (100.0%) male and majority (92.9%) female use phone for accessing social networking sites and few (1.7%) female (3.6%) use pc and laptop for accessing SNSs.

Brand of the device use by the respondent are categorized into Redmi, Oppo, Iphone, Poco, Vivo, Realme, Samsung and others. A little more than one third (35.0%) of the respondents male (37.5%) and female (32.1%) use Redmi brand. A little less than two tenth (16.7%) of the respondents (21.9%) male and female (10.7%) use Oppo. A little more than one tenth (15.0%) of the respondent female (25.0%) and male (6.3%) use Vivo and one tenth (10.0%) of the respondent male (12.5%) and female (7.1%) use Realme brand. A little less than one tenth (8.3%) of the respondent use Samsung and a brand which is not listed in the categorized brand others and the remaining few (3.3%) use Iphone and poco for accessing social networking sites.

Price of the device of the respondent is categorized in rupees into below 5000, 5000-10000, 10000-15000, 15000-20000, 20000-30000 and 30000 above. Two fifth (40.0%) of the respondents use device which is price between 10000-15000 in which female (53.6%) is more than female (28.1%). A little less than one third (30.0%) use device price between 5000-10000 in which male (34.4%) is more than female (25.0%). A little more than two tenth (23.3%) of the respondent use device which price range between 150000- 20000 in which the percentage of male is 37.5 and female is 7.1. A few (1.7%) is equal on both price of 20000-30000 and 30000 above. A few (3.3%) of the respondent use device which price is below 5000 rupees.

All (100.0%) of the respondents gadget/device was bought by all their parent.

More than half (57.6%) of the respondent male (67.7%) and female (46.4%) gadget was bought for online class and two fifth of the respondents female (21.4%) and male (19.4%) gadget was bought for other reasons which is not listed in the options given in the questionnaire. A little more than one tenth (13.6%) of male (6.5%) and female (21.4%) respondent gadget was bought for study purpose and few (5.1%) for knowledge and the remaining only few (3.4%) was for communication.

Table 4.6 Device and Social Networking Sites (SNS)

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Number of respondents who use SNS**			
	Yes	32	27	59
		1(00.0)	(96.4)	(98.3)
	No	0	1	1
		(0.0)	(3.6)	(1.7)
II	**Types of device use**			
	Phone	32	26	58
		(100.0)	(92.9)	(96.7)
	Pc	0	1	1
		(0.0)	(3.6)	(1.7)
	Laptop	0	1	1
		(0.0)	(3.6)	(1.7)
III	**Brand of the device**			
	Redmi	12	9	21
		(37.5)	(32.1)	(35.0)
	Oppo	7	3	10
		(21.9)	(10.7)	(16.7)
	Iphone	0	2	2
		(0.0)	(7.1)	(3.3)
	Poco	1	1	2
		(3.1)	(3.6)	(3.3)
	Vivo	2	7	9
		(6.3)	(25.0)	(15.0)
	Realme	4	2	6
		(12.5)	(7.1)	(10.0)
	Samsung	2	3	5
		(6.3)	(10.7)	(8.3)
	Others	4	1	5
		(12.5)	(3.6)	(8.3)
IV	**Price of the device (in rupees)**			
	Below ₹5000	0	2	2
		(0.0)	(7.1)	(3.3)
	₹5000-10000	11	7	18
		(34.4)	(25.0)	(30.0)
	₹10000-15000	9	15	24
		(28.1)	(53.6)	(40.0)
	₹15000-20000	12	2	14
		(37.5)	(7.1)	(23.3)
	₹20000-30000	0	1	1
		(0.0)	(3.6)	(1.7)
	₹30000 Above	0	1	1
		(0.0)	(3.6)	(1.7)
V	How do the respondent get the device			
	For online class	21	13	34

		(67.7)	(46.40	(57.60
	Knowledge	0	3	3
		(0.0)	(10.7)	(5.10)
	Communication	2	0	2
		(6.5)	(0.0)	(3.4)
	For Study Purpose	2	6	8
		(6.5)	(21.4)	(13.6)
	Others	6	6	12
		(19.40)	(21.4)	(20.3)

Source: Computed Figures in parenthesis are percentages

4.7 Network service and expenditure

This is classified into what type of internet services use, do the respondent have internet connection(broadband)at home and monthly bill spend on internet. (see table 4.1.7)

More than half (60.0%) of the respondent male (71.9%) and female (46.4%) use airtel internet services. One third (33.3%) of the respondent's male (28.1%) and female (39.3%) use jio internet services and few (3.3%) use BSNL internet services and the remaining few (1.7%) are equivalent to Vodafone and others internet service user.

Majority (68.3%) of the respondents who does not have internet connection/broadband at home male (80.4%) are more than female (50.0%). While a little more than one fourth (31.7%) of the respondent's female (50.0%) and male (15.6%) have internet connection/broadband at home.

The average monthly internet bill spend are categorized into rupees 200 below, between 200-400, between 400-600, between 600-800, between 800-1000, between 1000-1200, between 1200-1400 and rupees 1400 and above. More than half (65.0%) of the respondent spend rupees 200-400 monthly on internet bill in which male (68.8%) are more than female (60.7%). A little more than two fifth (21.7%) on average spend below rupees 200 each month for internet bill in which male (28.1%) are more than female (14.3%) and one tenth of the respondent use between 400-600 rupees in which female (17.9%) are more than male (3.1%) and 600-800 and 800-1000 monthly average spend on internet bill have equivalent percentage of 1.7%.

All (100.0%) of the internet bills of the respondent's male and female were paid by their parents.

Table 4.7 Network service and expenditure

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Internet services use**			
	Airtel	23	13	36
		(71.9)	(46.4)	(60.0)
	Vodafone	0	1	1
		(0.0)	(3.6)	(1.7)
	Jio	9	11	20

		(28.1)	(39.3)	(33.3)
	Bsnl	0	2	2
		(0.0)	(7.1)	(3.3)
	Others	0	1	1
		(0.0)	(3.6)	(1.7)
II	**Who have broadband at home**			
	Yes	5	14	19
		(15.6)	(50.0)	(31.7)
	No	27	14	41
		(84.4)	(50.0)	(68.3)
III	**Monthly expenditure on internet bill per month (in rupees)**			
	Below ₹200	9	4	13
		(28.1)	(14.3)	(21.7)
	₹200-400	22	17	39
		(68.8)	(60.7)	(65.0)
	₹400-600	1	5	6
		(3.1)	(17.9)	(10.0)
	₹600-800	0	1	1
		(0.0)	(3.6)	(1.7)
	₹800-1000	0	1	1
		(0.0)	(3.6)	(1.7)
IV	**Who pays the bill?**			
	Parents	28	28	56
		(87.5)	(100.0)	(93.3)
	Self	4	0	4
		(12.5)	(0.0)	(6.7)

Source: Computed Figures in parenthesis are percentages

4.8 Motives of Social Networking Sites (SNS)

This is classified into purpose of using SNS, favourite and average hour spend on Social Networking Sites as shown in table 4.1.8 and is also show in pie chart.

The purpose of using social networking sites are classified into entertainment, communication, time pass, academic related, keeping in pace with others, knowledge and creativity and others. One third (25.0%) of the respondents are equivalent on communication and knowledge & creativity in which female (35.7%) are more than male (15.6%) in which SNSs is use for the purpose of communication, while male (28.1%) are more than female (21.4%) in which SNSs is use for the purpose of knowledge & creativity. A little more than one fifth (21.7%) of the respondent use SNSs for the purpose of entertainment in which male are more in percentage of 31.3 than female 10.7 and a few (15.0%) in which more female (28.6%) than male (3.1%) use it for killing time. One tenth (10.0%) use for academic related purpose and keeping pace with others and others have equivalent percentage of 1.7.

Favourite social networking sites are classified into Youtube, Whatsapp, Facebook, Instagram, Twitter(X), Google+, Snapchat and others.

More than one third (41.7%) of the respondent female (64.3%) and male (21.9%) favourite sites is Instagram. A little more than one third (36.7%) of the respondent male (50.0%)

and female (21.4%) favourite sites is Youtube. A little less than two tenth (16.7%) of male (18.8%) and female (14.3%) respondent favourite sites is Whatsapp and few (3.3%) favourite sites is Facebook and the remaining 1.7 percent is Google+.

Average hour spend on social networking sites per day was classified into less than 1 hour, 1-2 hours, 2-3 hours, 3-4 hours, 4-5hours and more than 6 hours. A little more than one third (38.3%) of respondents in which there are more male (43.8%) who spend hour between 1-2hours than female (32.1%) per day. A little more than one fifth (23.3%) of female respondent spend more time between 2-3 hours than male (18.8%) per day and a little more than one tenth (13.3%) of male (21.9%) respondent spend time less than 1 hours on social networking sites than female (3.6%) per day. A little less than one tenth (8.3%) of male (9.4%) respondents and female (7.1%) on average spend 4-5 hours on social networking sites a day and the remaining (1.7%) of female (3.6%) spend more than 6 hours a day. (see table 4.1.8)

Table 4.8 Motives of Social Networking Sites (SNS)

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Motive of using SNS**			
	Entertainment	10	3	13
		(31.3)	(10.7)	(21.7)
	Communication	5	10	15
		(15.6)	(35.7)	(25.0)
	Time Pass	1	8	9
		(3.1)	(28.6)	(15.0)
	Academic related	5	1	6
		(15.6)	(3.6)	(10.0)
	Keeping in pace with others	1	0	1
		(3.1)	(0.0)	(1.7)
	Knowledge and creativity	9	6	15
		(28.1)	(21.4)	(25.0)
	Others	1	0	1
		(3.1)	(0.0)	(1.7)
II	**Favourite social networking sites**			
	Youtube	16	6	22
		(50.0)	(21.4)	(36.7)
	Whatsapp	6	4	10
		(18.8)	(14.3)	(16.7)
	Facebook	2	0	2
		(6.3)	(0.0)	(3.3)
	Instagram	7	18	25
		(21.9)	(64.3)	(41.7)
	Google+	1	0	1
		(3.1)	(0.0)	(1.7)
III	**Average hour spend on social networking sites per day**			
	Less Than 1 Hour	7	1	8
		(21.9)	(3.6)	(13.3)

	1-2 Hours	14	9	23
		(43.8)	(32.1)	(38.3)
	2-3hours	6	8	14
		(18.8)	(28.6)	(23.3)
	3-4hours	2	7	9
		(6.3)	(25.0)	(15.0)
	4-5hours	3	2	5
		(9.4)	(7.1)	(8.3)
	More than 6 hours	0	1	1
		(0.0)	(3.6)	(1.7)

Source: Computed Figures in parenthesis are percentages

4.9 Parental restrictions

School students without any restriction and over use can decrease students' academic abilities and social skills. (see table 4.9)

Majority (68.3%) of the respondents' female (71.4%) and male (65.6%) have restriction of using their device from parent. While a little less than one third (31.7%) of the respondents' male (34.4%) and female (28.6%) parents do not have any restriction on their devices.

Almost all (98.3%) of the respondent cannot take their gadget/phone to school while only a very few (1.7%) can take their phone to school. See table 4.1.9

Table 4.9 Parental restrictions

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Restriction from parent on using your device**			
	Yes	21	20	41
		(65.6)	(71.4)	(68.3)
	No	11	8	19
		(34.4)	(28.6)	(31.7)
II	**Do you take your gadget to school?**			
	Yes	0	1	1
		(0.0)	(3.6)	(1.7)
	No	32	27	59
		(100.0)	(96.4)	(98.3)

Source: Computed Figures in parenthesis are percentages

4.10 Monetization

Vast majority (98.4%) of the respondent do not use SNSs for monetization while only 1 (3.6%) respondent out of 60 use SNSs for monetization.

The average monthly income are divided into below rupees 1000 and above 1000 respectively. The average monthly income of the respondent is below rupees 1000. (see table 4.10)

Table 4.10 Monetization

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**Do you use social networking sites for monetization?**			
	Yes	0	1	1
	No	32	27	59

Source: Computed Figures in parenthesis are percentages

4.11 Online games

Online games addiction play a crucial role in academic performance of students. (see table 4.11)

Majority (73.3%) play online games in which male (93.8%) is more than female (50.0%). One fourth (26.7%) of the respondent female (50.0%) are more than male (6.3%) does not play online games.

Types of played game are classified into mobile legend, PUBG, candy crush, free fire and others. More than half (61.4%) play mobile legend in which female (71.4%) are more than male (56.7%). A little less than one fifth (18.2%) play PUBG in which female (21.4%) are more than male (16.7%). A little more than one tenth (11.4%) of the respondent male (16.7%) play free fire, a few (6.8%) of the respondents' male (6.7%) and female (7.1%) play other games which is not listed above. The remaining few (2.3%) of the respondent male (3.3%) play candy crush.

The average hour spend on online games are divided classified into less than 1 hour, 1-2 hours, 2-3 hours, 3-4 hours, 4-5hours and more than 6 hours. Two fifth (40.9%) spend their time less than 1 hour in online game in which female (42.9%) is more than male (40.0%). One fourth (25.0%) of the respondent spend 1-2 hours on online games in which male (26.7%) more than female (21.4%). One fifth (20.5%) of the respondent male (13.3%) and female (35.7%) spend time 3-4 hours on online games. A few (6.8%) of the respondent spend 5-6 hours and a only few (4.5%) spend more than 6 hours.

Average monthly expenditure on online games are categorized into rupees 200 below, between 200-400, between 400-600, between 600-800, between 800-1000, between 1000-1200, between 1200-1400 and rupees 1400 and above. Majority (91.9%) spend below rupees 200 on average in online game monthly in which male (96.0%) are more than female (83.3).a few (5.4%) spend between 400-600 in online games in which female (8.3%) are more than male (4.0%) and the remaining (2.7%) spend between 200-400 rupees monthly.

Table 4.11 Online games

SI/No	Variables	Gender		Total N=60
		Male	Female	
		n=27	n=33	
I	**Do you play online games?**			
	Yes	30	14	44
		(93.80)	(50.00)	(73.30)
	No	2	14	16
		(6.30)	(50.00)	(26.70)
II	**What types of games do you play?**			
	Mobile Legend	17	10	27
		(56.7)	(71.4)	(61.4)
	PUBG	5	3	8
		(16.7)	(21.4)	(18.2)
	Candy Crush	1	0	1
		(3.3)	(0.0)	(2.3)
	Free Fire	5	0	5
		(16.7)	(0.0)	(11.4)
	Others	2	1	3
		(6.7)	(7.1)	(6.8)
III	**Average hours spend per day on online games**			
	Less Than 1 Hour	8	3	11
		(26.7)	(21.4)	(25.0)
	1-2 Hours	12	6	18
		(40.0)	(42.9)	(40.9)
	3-4 Hours	4	5	9
		(13.3)	(35.7)	(20.5)
	4-5 Hours	1	0	1
		(3.3)	(0.0)	(2.3)
	5-6 Hours	3	0	3
		(10.0)	(0.0)	(6.8)
	6.00	2	0	2
		(6.7)	(0.0)	(4.5)
IV	**Average monthly expenditure on online games**			
	Below 200	24	10	34
		(96.0)	(83.3)	(91.9)
	200-400	0	1	1
		(0.0)	(8.3)	(2.7)
	400-600	1	1	2
		(4.0)	(8.3)	(5.4)

Source: Computed Figures in parenthesis are percentages

4.12 Favourite subjects in schools

Favourite subject of the respondents are classified into Mathematics, Science, Social Science, Mizo, English, and Hindi respectively. A little more than one fifth (23.3%) of

Mathematics and Social Science have equivalent percentage in which mathematics is favourite subject of male (21.9%) and female (25.0%) and Social Science consist of male (25.0%) and female (14.3%). A little less than one fifth (18.3%) of the respondent favourite subject is Science in which there are 21.9 percent male and 14.3 percent female followed by Mizo subject with a little less than one fifth (16.7%) in which male (6.3%) and female (28.6%) and one tenth (10.0%) of the respondent favourite subject of male (18.8%) is Hindi. A little less than one tenth (8.3%) least favourite subject of the respondent of male (6.3%) and female (10.7%) is English.

Why favourite subject is classified into easy to understand, interested in the subject and easy to learn because own language. A little less than half (46.7%) of the respondent in which male (46.9%) and female (35.7%) choose interested in the subject. A little more than two fifth (41.7%) of the respondent of male (50.0%) and female (42.9%) choose easy to understand and the remaining (11.7%) of male (3.1%) and female (21.4%) choose easy to learn because of language.

Table 4.12 Favourite subjects

Sl/ No	Variables	Gender		Total N=60
		Male	Female	
		n=27	n=33	
I	**Favourite subject**			
	Mathematics	7	7	14
		(21.90)	(25.00)	(23.30)
	Science	7	4	11
		(21.90)	(14.30)	(18.30)
	Social Science	8	6	14
		(25.00)	(21.40)	(23.30)
	Mizo	2	8	10
		(6.30)	(28.60)	(16.70)
	English	2	3	5
		(6.30)	(10.70)	(8.30)
	Hindi	6	0	6
		(18.80)	(0.00)	(10.00)
II	**Why is it your favourite subject?**			
	Easy to understand	15	10	25
		(46.90)	(35.70)	(41.70)
	Interested in the subject	16	12	28
		(50.00)	(42.90)	(46.700
	Easy to learn because own language	1	6	7
		(3.10)	(21.40)	(11.70)

Source: Computed Figures in parenthesis are percentages

4.13 School related matters

How do the respondent go to school is classified into private vehicle, public transport and by foot. Vast majority (80.0%) go to school by foot in consisting male (87.5%) more than female (71.4%). A little more than one tenth (15.0%) of male (12.5%) and female (17.9%) go to school using public transport and a few (5.0%) of the respondent female (10.7%) use private vehicle to go to school.

The distance between home and school of the respondent is categorized into less than a km, 1-2km, 2-3km, 3-4km and more than 5 km. Two third (71.7%) of the respondent male (81.3%) and female (60.7%) school is about less than 1km. a little more than one fifth (21.7%) of the respondents in which female (28.6%) is more than male (15.6%) of distance of school is 1-2km a few (3.3%) female (7.1%) live in home which is between the km of 2-3 from school. 3-4 km and more than 5 km are equivalent to each other with few (1.7%).

Half (50.0%) of the respondent bring lunch to school in which female (64.3%) are more than male (37.5%) and other half (50.0%) of the respondents do not bring lunch to schools in which male (62.5%) are more than female (35.7%).

A little more than two fifth (43.3%) of the respondent buy lunch from store. One third (33.3%) buy lunch from cafeteria at school and a little less than one fifth (23.3%) of the respondent do not eat lunch or buy their lunch from place where it is not in the listed above as others.

Daily expenditure of school is classified into below 50, 50-100, above 100 rupees. Majority (78.2%) of the respondent male (82.8%) and female (73.1%) on average use less than 50 rupees per day on school. One fifth (20.0%) use 50-100 rupees per day. A few (1.8%) use rupees more than 100 per day.

Majority (76.7%) of the respondent are not involve in co-curricular activities consisting male (84.4%) and female (67.9%). A little more than one fifth (23.3%) of the respondent are involve in co-curricular activities.

Table 4.13 School related matters

Sl/No	Variables	Gender		Total N=60
		Male n=27	Female n=33	
I	**How do you go to school?**			
	Private vehicle	0	3	3
		(0.0)	(10.7)	(5.0)
	Public transport	4	5	9
		(12.5)	(17.9)	(15.0)
	By foot	28	20	48
		(87.5)	(71.4)	(80.0)
II	**Distance of school from home**			
	Less Than 1km	26	17	43

		(81.3)	(60.7)	(71.7)
	1-2km	5	8	13
		(15.6)	(28.6)	(21.7)
	2-3km	0	2	2
		(0.0)	(7.1)	(3.3)
	3-4km	1	0	1
		(3.1)	(0.0)	(1.7)
	More Than 5km	0	1	1
		(0.0)	(3.6)	(1.7)
III	**Do you bring lunch from home?**			
	Yes	12	18	30
		(37.5)	(64.3)	(50.00
	No	20	10	30
		(62.5)	(35.7)	(50.0)
IV	**If No, where did you get your lunch from?**			
	Cafeteria	6	4	10
		(28.6)	(44.4)	(33.3)
	Store	8	5	13
		(38.1)	(55.6)	(43.3)
	Others	7	0	7
		(33.3)	(0.0)	(23.3)
V	**Daily expenditure in school**			
	Below ₹50	24	19	43
		(82.8)	(73.1)	(78.2)
	₹50-100	4	7	11
		(13.8)	(26.9)	(20.00
	₹100 Above	1	0	1
		(3.4)	(0.0)	(1.8)
V	**Involvement in co-curricular activities**			
	Yes	5	9	14
		(15.6)	(32.1)	(23.3)
	No	27	19	46
		(84.4)	(67.9)	(76.7)

Source: Computed Figures in parenthesis are percentages

4.14 Studying time and style of learning

Study hours of the respondent are classified into less than 1 hour, 1-2 hours, 2-3 hours, 3-4 hours, 4-5hours and more than 5 hours a day. A little more than two fifth (21.7%) of the respondent percentage of use time for study between 1-2 hours and 2-3 hours is equivalent to each other. One fifth (20.0%) of the respondent use more than 5 hours a day for study. A little less than one fifth (16.7%) of the respondents use 3-4 hours as study time in a day. One tenth (10.0%) of the respondent percentage of use time for study less than 1 hours and 4-5 hours is equivalent.

Favourite study time is classified into early morning, day time, evening, night time and late night. A little less than half (43.3%) of the respondent favourite study hour is night time. A

little more than one fourth (36.7%) favourite study time is early morning and a few (6.7%) this percentage is equivalent on favourite study time of day time, evening and late night.

Majority (80.0%) of the respondent have their own study table while other one fifth (20.0%) of the respondent does not have study table.

The respondent are asked where do they usually through this classified options sitting room, kitchen, bedroom, own room, living room and others. More than one fourth (31.7%) of the respondent usually study at bedroom. A little more than one fifth (21.7%) study at other place which is in not in the classified options. A little less than two tenth (16.7%) usually use kitchen for study place. A little more than one tenth (15.0%) use own room for study. A little more than one tenth (11.7%) use sitting room as study place and the least (3.3%) percentage of the respondent use living room as study place.

The respondent were asked what types of learning style suit them best which is divided as visual, auditory, read/write and kinaesthetic learning style. Majority (86.7%) of the respondent use read/write learning style suit them best. A few (5.0%) have equal percentage of the respondent in auditory and kinaesthetic learning style and the least (3.3%) of the respondent visual suit them the best.

The maximum concentration the respondent can spend on study are classified into Less than 1 hour, 1-2 hour, 2-3 hours, 3-4 hours and more than 5 hours. A little more than one third (36.7%) of the respondent have maximum concentration less than 1 hours. A little more than one third (35.0%) of the respondent have 1–2-hour concentration in their study. A little more than one tenth (16.7%) of the respondent can have 2-3 hours concentration and a few (6.7%) and few (5.0%) of the respondent can concentrate more than 5 hours a day.

Table 4.14 Studying time and style of learning

Sl/ No	Variables	Gender		Total N=60
		Male	Female	
		n=27	n=33	
I	**Study hours in a day**			
	Less Than 1hour	1	5	6
		(3.1)	(17.9)	(10.0)
	1-2 Hour	5	8	13
		(15.6)	(28.6)	(21.7)
	2-3hours	7	6	13
		(21.9)	(21.4)	(21.7)
	3-4hours	7	3	10
		(21.9)	(10.7)	(16.7)
	4-5hours	0	6	6
		(0.0)	(21.4)	(10.0)
	More than 5 hours	12	0	12
		(37.5)	(0.0)	(20.0)
II	**Favourite study time**			
	Early Morning	18	4	22
		(56.3)	(14.3)	(36.7)
	Day Time	1	3	4
		(3.1)	(10.7)	(6.7)
	Evening	1	3	4
		(3.1)	(10.7)	(6.7)
	Night Time	11	15	26
		(34.4)	(53.6)	(43.3)
	Late Night	1	3	4
		(3.1)	(10.7)	(6.7)
III	**Do you have study table?**			
	Yes	24	24	48
		(75.0)	(85.7	(80.0)
	No	8	4	12
		(25.0)	(14.3)	(20.0)
IV	**Favourite study place**			
	Sitting Room	0	7	7
		(0.0)	(25.0)	(11.7)
	Kitchen	4	6	10
		(12.5)	(21.4)	(16.7)
	Bedroom	11	8	19
		(34.4)	(28.6)	(31.7)
	Own Room	6	3	9
		(18.8)	(10.7)	(15.0)
	Living Room	2	0	2
		(6.3)	(0.0)	(3.3)
	Others	9	4	13

		(28.1)	(14.3)	(21.7)
V	**Learning style**			
	Visual	0	2	2
		(0.0)	(7.1)	(3.3)
	Auditory	3	0	3
		(9.4)	(0.0)	(5.0)
	Read/Write	29	23	52
		(90.6)	(82.1)	(86.7)
	Kinaesthetic	0	3	3
		(0.0)	(10.7)	(5.0)
VI	**Concentration hours spend on study**			
	Less Than 1hour	5	17	22
		(15.6)	(60.7)	(36.7)
	1-2 Hour	13	8	21
		(40.6)	(28.6)	(35.0)
	2-3hours	7	3	10
		(21.9)	(10.7)	(16.7)
	3-4hours	3	0	3
		(9.4)	(0.0)	(5.0)
	More Than 5hours	4	0	4
		(12.5)	(0.0)	(6.7)

Source: Computed Figures in parenthesis are percentages

4.15 Academic performance

As shown in **table 4.15.** The academic performance of the respondent's grades is classified as low, average, and high. Regarding the academic performance of the students, more than half (56.7%) in which one-third (33.3%) of the male respondents, and a little more than one-fifth (23.3%) of females scored average. A little more than one-fifth (21.7%) of the respondent's academic performance is high as well as low the percentage is equivalent to each other with equal 11.7% female and 10.0% male.

Table 4.15 Academic performance

Academic performance	**Gender**		**Total N=60**
	Male n=32	**Female n=28**	
Low	6	7	13
	(10.0)	(11.7)	(21.7)
Average	20	14	34
	(33.3)	23.3%	(56.7)
High	6	7	13
	(10.0)	(11.7)	(21.7)

Source: Computed Figures in parenthesis are percentages

4.16 Pattern of learning

Table 4.16 shows respondent pattern of learning by t-test distribution. The concerns regarding the pattern of learning of the respondents are categorized into daily, weekly, monthly, near or during class tests and near or during exams. Among the respondents mean scores, majority (2.07) pattern of learning is near or during class exam in which the majority (2.41) mean score are male respondents. The least pattern learning of respondent is daily with a mean score (0.62) in which the majority are female (1.69).

In order to find out the relationship between study habits and gender by applying t-test, hypothesis is derived below:

H_o: there is no relationship between study habits and gender.

H_1: There is a relationship between study habits and gender.

Since the P value is less than 0.05 null hypothesis is rejected at 5% level with regards to studying near or during exam among the respondents. Hence, there is a significance difference between male and female in studying near or during exams.

Based on the mean score, the male youth study more near or during exam because they are usually neglecting their studies in a systematic manner or routine.

There is no significance difference between male and female with regards to studying daily, weekly, monthly, near or during class test and near or during exam.

Hence the null hypothesis is accepted at 5 % level with regards to studying daily, weekly, monthly, near or during class test and overall pattern of learning because both the male and female respondents did not maintain proper study routine and system.

Table 4.16 Pattern of learning by gender

Pattern of learning	Male		Female		Total		t test	P value
	Mean	SD	Mean	SD	Mean	SD		
Daily	1.69	0.90	1.54	0.58	1.62	0.76	.768	.446
Weekly	2.25	0.51	2.43	0.63	2.33	0.57	-1.210	.231
Monthly	2.28	0.77	2.07	0.90	2.18	0.83	.972	.335
Near or during class test	1.72	1.05	1.68	1.09	1.70	1.06	.145	.885
Near or during exam	2.41	1.29	1.68	1.25	2.07	1.31	2.211	***0.03****
Overall pattern of learning	2.07	0.47	1.88	0.56	1.98	0.52	1.432	.158

Source: Computed *p<0.05 **p<0.01

4.17 Inter-Correlation matrix of screen time on SNSs and Academic Performance

Table 4.18 shows Pearson's Inter Correlation Matrix of screen time on social networking sites and academic performances.

The correlation and coefficient between screen time on social networking sites and academic performance, the P value is .303* which indicate there is a moderate relationship between screen time on SNSs and academic performance.

This shows that there is a relationship between screen time on SNSs and gender whereas the screen time on SNSs does not affects academic performance of the respondent.

Table 4.17 Inter corelation matrix of screen time on SNSs and academic performance

Variables	Gender	Screen time on SNS	Academic Performance
Gender	1		
Screen time on SNS	**.303***	1	
Academic Performance	0.000	-.060	1

Source: Computed **Correlation is significant at 0.01 level (2-tailed)

4.18 Nature of learning

Table 4.18 shows the respondent nature of learning by t-test. The concern regarding the nature of learning of the respondents are categorized into enjoy time spend on studies, love for learning, balanced time between academic and social networking sites usage, maintenance of class performance, meeting studies target, covering syllabus with little time devoted to studies and competing well in studies. Among the respondents mean scores, majority (2.12) nature of learning is competing well in studies which the majority (2.54) mean score are female respondent. The least nature of learning is maintenance of class performance with a mean score of (1.82) in which the majority are female (2.07).

In order to find out the relationship between nature of learning and gender by applying t-test, hypothesis is derived below:

H_o: there is no relationship between nature of learning and gender.

H_1: There is a relationship between nature of learning and gender.

Since the P value is less than 0.05, null hypothesis is rejected at 5% level and the alternate hypothesis is accepted with regards to competing well in studies (.004*) among the high school students. Hence, there is a significant relationship between male and female in regards to competing well in studies.

Based on the mean score, the female are more competitive in their studies and outlook to life than their male counter-parts because they are more competitive and sincere their studies.

There is no significance difference between male and female with regard to enjoy time spend on studies, love for learning, balanced time between studies and social networking sites usage, maintenance of class performance, meeting studies target, covering syllabus with little time devoted to studies and competing well in studies.

Hence, the null hypothesis is accepted at 5% level with regards to to enjoy time spend on studies, love for learning, balanced time between studies and social networking sites usage, maintenance of class performance, meeting studies target and covering syllabus with little time devoted to studies because in general, both the male and female respondents are casually attending school as a normal routine in life with much dedication.

Table 4.18 Nature of learning by gender

Gender	Male		Female		Total		t Value	P Value
	Mean	SD	Mean	SD	Mean	SD		
Enjoy_time_spend_on_studies	1.94	0.80	2.46	0.88	2.18	0.87	-2.426	.018
Love_for_learning	2.25	1.02	2.32	0.94	2.28	0.98	-.281	.780
Balance_time_between_studies and_Social_networking_usage	1.88	0.94	2.46	1.07	2.15	1.04	-2.268	.027
Maintenance_of_class_ performance	1.59	0.50	2.07	0.72	1.82	0.65	-3.027	.004
Meeting_studies_target	2.09	0.69	2.21	0.92	2.15	0.80	-.580	.564
Covering_syllabus_with_little time_devoted_to_studies	2.19	0.54	2.18	0.94	2.18	0.75	.046	.964
Competing_well_in_studies	1.75	0.98	2.54	1.04	2.12	1.08	-3.011	**.004**
Overall nature of learning	1.96	0.35	2.32	0.48	2.13	0.45	-3.386	.001

Source: Computed *p<0.05 **p<0.01

4.2 Case studies

A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.

A case study was conducted on two respondents from Adventist English School and Solomons Higher Secondary School.

Case 1:

Name: Mr. Ben (fictious name)

Sex: Male
Age: 15
Class: 9
School: Adventist English School

Mr. Ben, a ninth-grade student from Adventist English School. Originally from a small village, he now lives with his guardian in Lunglei town to pursue better education. Mr. Ben has one brother and his family's monthly income is around 10000.

According to the information provided, it seems like the person has been actively using social networking sites for the past four years, with Facebook being their favorite platform. They reportedly spend around 3-4 hours on the internet every day and have a particular interest in online games such as PUBG and Mobile Legend. However, despite spending more time on the internet than studying, it doesn't seem to have any negative impact on their academic performance.

Case 2:

Name: Mrs. Jenny (fictious name)
Sex: Female
Age: 16
Class: 9
School: Solomons English School

Mrs. Jenny is a student who is currently enrolled in the ninth grade at Solomons Higher Secondary School. She hails from Electric Veng, Lunglei, and resides with her parents and siblings, two of whom are older brothers, while one is a younger sister. It is noteworthy that Mrs. Jenny's preferred online platform is Instagram, where she enjoys watching reels and shorts.

She seems to have a good amount of experience in using the internet, having used it for the past 5 years. It's interesting to note that she spends an average of 1-2 hours a day on the internet, and her monthly expenditure on the internet bill is around Rs. 250/-. As for her academic performance, it's great to know that her usage of social networking sites hasn't affected it in any way.

Findings:

The case study findings suggest that the use of the internet by school students has no detrimental effect on their academic performance. It was revealed that high school students in the Bazar community in Lunglei do not seem to be significantly influenced by social networking sites. The study further indicates that the students' internet usage is primarily related to academic research and educational purposes. However, it is worth noting that the study did not examine the long-term effects of internet and social media usage on academic performance.

4.3 Focus Group Discussion

Venue: Soloms Higher Secondary School
Member present: 16
Male: 7
Female: 9
Date: 8/07/2023
Time: 1pm – 2:30pm

During the data collection phase of the research, a group discussion was conducted at the class 9 room of Solomons Higher Secondary School. The topic of the discussion was the relationship between social networking sites and academic performance. The students were

asked a series of questions as a group, which aimed to elicit their opinions and experiences on the topic. The questions may have included topics such as the amount of time they spent on social media, the impact of social media on their study habits, and whether they believed social media had a positive or negative effect on their academic performance. The group discussion was an important part of the research methodology, as it provided valuable insights into the attitudes and perceptions of the students towards social networking sites and their impact on academic

According to the data collected, during the questionnaire session, the students were asked to raise their hand based on the questions asked by the researcher. On the first question, 2 male and 1 female student said they spend more time on the internet than studying while the rest spend more time on studying and other activities. On the second question, 1 male student thinks that social networking sites have a negative impact on his life while the rest stated that social networking sites have no negative impact on their lives. On the third question, 3 students said that social networking sites have a negative impact on their academic performances.

Findings:

The focus group discussion provided valuable insights regarding the impact of social networking sites on high school students in Bazar Veng, Lunglei. The discussion revealed that the students did not consider these sites as significant factors in their lives and were not affected by them. The participants shared that they only used social networking sites occasionally for entertainment purposes, such as watching videos or chatting with friends. However, they did not use these sites for academic or educational purposes. Overall, the discussion indicated that social networking sites do not have a significant impact on the lives of high school students in Bazarveng, Lunglei.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter discusses the findings and suggestions of the research, which are presented in sections and sub-sections.

5.1.1 Demographic profile of the respondents

The findings reveal that more than two-thirds (71.9%) of the respondents are aged between 15 and 17 years. The majority (80.0%) of the respondents are Christian, with slightly over half (54.5%) belonging to the Baptist Church of Mizoram denomination. Regarding sub-tribe, most of the respondents (60.7%) belong to the Lushai tribe.

5.1. 2 Family Socio-Economic Status

Based on the findings, it can be observed that around 48.3% of the respondents belong to Below Poverty Line (BPL) families. Additionally, more than half of the respondents (67.8%) come from nuclear families, while the majority of the respondents (72.9%) were born and raised in stable families. Moreover, over 61.0% of the respondents reside temporarily within Lunglei town.

5.1.3 Educational qualification of parents

The findings show that just over two-fifths (44.8%) of the respondents' fathers have an educational qualification below HSLC, and just over half (51.9%) of the respondents' mothers have an educational qualification below HSLC. The educational qualifications of the guardians were filled out by two respondents, with the male guardian having an educational qualification of HSLC and the female guardian having an educational qualification of HSSLC.

5.1.4 Family Economic Profile

The findings show that 36.8% of the respondents' fathers worked as government servants, while 41.8% of the mothers were also government servants. Only three respondents filled up the guardian occupation, with two female guardians being government servants and one male being a daily wage earner. In terms of the average monthly family income, 48.3% of the respondents reported earning rupees 10000.

5.1.5 Household Profile

The survey results show that a significant number of respondents have large families, with over half (53.3%) reporting 6-10 family members. This suggests that many of the participants may have a complex family dynamic that includes multiple generations and/or extended family members.

5.1.6 Device and Social Networking Sites (SNS)

According to the findings, almost all (98.3%) of the respondents use Social Networking Sites, while (96.9%) use mobile devices to access the internet. A little more than one third (35.0%) of the respondents use the Redmi brand to access SNS.

Concerning the price of the device, two-fifths (40.0%) of the respondents use a device with a price range between 10000-15000 rupees, and all of these devices were purchased by their parents. More than half (57.6%) of the respondents' gadgets were bought by their parents for attending online classes.

5.1.7 Network service and expenditure

The findings reveal that 60.0% of the respondents use Airtel internet services the most. Additionally, 68.3% of the respondents do not have a broadband internet connection at home. On average, 65.0% of the respondents spend between 200-400 rupees per month on internet services, and these bills are paid by their parents and not the respondents themselves.

5.1.8 Motives of using Social Networking Sites (SNS)

Based on the findings, it is apparent that 25 percent of the respondents utilize social networking sites for communication, as well as for knowledge and creativity. Additionally, 41.7% of respondents named Instagram as their favourite social networking site, primarily due to the ability to watch reels. On average, 38.3% of respondents spend between 1-2 hours per day on social networking sites.

5.1.9 Parental restrictions

The findings revealed that 68.3% of the respondents were restricted from using their devices by parents, and 98.3% were not allowed to take their devices to school.

5.1.10 Monetization

After conducting the survey, it was discovered that a mere 1.7% of the respondents make use of social networking sites for monetization purposes, while the overwhelming majority of 98.3% do not engage in such activities.

5.1.11 Online games

According to a recent survey, 73.3% of respondents reported playing online games. Among these players, more than half (61.4%) stated that they play mobile legend games. Additionally, approximately 42.9% of players reported spending less than 1 hour per day on gaming. Furthermore, the majority of respondents (91.9%) reported spending less than 200 rupees per month on online games.

5.1.12 Favourite subjects in school

The findings of the study indicate that slightly over one fifth (23.3%) of the respondents' favourite subjects are mathematics and social science. Regarding the reason for their favourite subject, a little less than half (46.7%) of them are interested in the subjects.

5.1.13 School related matters

The vast majority of students (80.0%) walk to school. Two-thirds (71.7%) of the respondents have a home-to-school distance of less than 1 km. Half (50.0%) bring their lunch to school, and the majority (78.2%) spend less than 50 rupees per day at school. Additionally, most students (76.7%) are involved in co-curricular activities.

5.1.14 Studying time and style of learning

According to the findings, around 21.7% of the respondents study for 1-2 hours or 2-3 hours, which have an equivalent percentage. Also, a little less than 43.3% of the respondents prefer to study at night time. The majority (80%) of the respondents have their own study table. Additionally, around 86.7% of the respondents feel that the read/write learning style suits them the best. Lastly, less than one-third (36.7%) of the respondents can concentrate for less than 1 hour during their study.

5.1.15 Academic performance

The study reveals that over half of the students (56.7%) had an average academic performance. About a fifth of the respondents (21.7%) had a high or low academic performance, with both percentages being equal.

5.1.16 Patterns of learning

There is a significance difference between male and female in studying near or during exams. The male youth study more near or during exam because they are usually neglecting their studies in a systematic manner or routine.

5.1.17 Inter-Correlation matrix of screen time on SNSs and Academic Performance

Research findings indicate a correlation between screen time on social networking sites and gender, while it does not affect the academic performance of the respondents.

5.1.8 Nature of learning

There is a significant relationship between male and female in regards to competing well in studies. The female are more competitive in their studies and outlook to life than their male counter-parts because they are more competitive and sincere their studies.

5.2 CONCLUSION

The study indicates that there are gender differences in study habits and study patterns among the respondents. Moreover, the screen time on social networking sites does not have any negative impact upon the academic performances of the high school students in Bazarveng community. However, proper care must be given to co-curricular activities in schools to engage and discover students hidden talents and resources. Also, learning habits need to be inculcated among the students in order to develop systematic studying and zeal for learning new ideas and knowledge which are essential for their growth in the present and future careers.

5.3 SUGGESTIONS

Certainly, addressing the impact of social networking site usage on students' academic performance requires a multi-level approach:

I. Micro Level (Individual Level)

a) Digital Literacy Education: Teach students about responsible social media usage, including time management, online etiquette, and recognizing credible sources.

b) Time Management Skills: Encourage students to develop effective time management skills, balancing online activities with study time, extracurricular activities, and sufficient sleep.
c) Parental Involvement: Educate parents about the risks associated with excessive social media use and promote healthy digital habits within families.

II. Mezzo Level (School and Community Level)

a) School Programs: Introduce educational programs in schools focusing on digital citizenship, online safety, and the impact of social media on mental health and academic performance.
b) Counselling Services: Provide access to school counsellors who can support students dealing with social media-related issues and offer guidance on maintaining a healthy online-offline balance.
c) Teachers Training: Train teachers to recognize signs of social media addiction or cyberbullying and provide appropriate support and resources.
d) Community Workshops: Organize workshops for parents and community members to raise awareness about the effects of social media and how to create a positive online environment for students.

III. Macro Level (Policy and Societal Level)

a) Policy Development: Advocate for policies at the district, state, or national level that promote responsible social media use in educational institutions, including guidelines for screen time and digital literacy education.
b) Industry Regulations: Encourage social media platforms to implement features that promote healthy usage, such as setting daily usage limits and providing notifications after extended periods online.
c) Research and Advocacy: Support research on the long-term effects of social media on students' academic performance and mental health. Use this research to advocate for evidence-based policies and interventions.
d) Media Literacy in Curriculum: Include media literacy education in school curricula, teaching students critical thinking skills to analyse online content and recognize misinformation.

By addressing social media usage at these micro, mezzo, and macro levels, it is possible to reduce its negative impact on students' academic performance and overall well-being.

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Social Networking Sites And Academic Performance Among High School Students in Bazarveng Community

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(Dear respondent, kindly offer your valuable time for this questionnaire. This is purely academic, confidential and for research purpose only. Thanking you with anticipation)

Date: Place:

Section 1: Profile of the Respondents

Personal details

1) Gender :1. Male ☐ 2. Female ☐
2) Age : _____
3) Class/standard : _____
4) Religion : 1.Christian ☐ 2. Muslim ☐ 3. Hindu ☐ 4 Others ☐
5) Denomination : 1. Baptist ☐ 2. Presbyterian ☐ 3.UPC (MZ) ☐
   4. UPC (NEI) ☐ 5. Seventh Day Adventist ☐
   6. Salvation Army ☐ 7. Others ☐
6) Sub tribe :_____

Family details

1) Socio economic base : 1. APL ☐ 2. BPL ☐ 3. AAY ☐
2) Type of family : 1. Joint family ☐ 2. Nuclear family ☐
3) Form of family : 1. Stable ☐ 2.Broken ☐
4) Domicile (Temporary) :
5) Domicile (Permanent) :
6) Father's educational qualification : 1. Below HSLC ☐ 2. HSLC ☐
   3. HSSLC ☐ 4. Graduate ☐ 5. Post Graduate ☐
7) Mother's educational qualification : 1. Below HSLC 2. HSLC
   3. HSSLC ☐ 4. Graduate ☐ 5. Post Graduate ☐
8) Guardian's educational qualification : 1. Below HSLC 2. HSLC
   3. HSSLC ☐ 4. Graduate ☐ 5. Post Graduate ☐
9) Father's occupation : 1. Govt. Servant ☐ 2. Business ☐
   3. Daily wage earner ☐ 4. Unemployed ☐
   5. Others ☐
10) Mother's occupation : 1. Govt. Servant ☐ 2. Business ☐
   3. Daily wage earner ☐ 4. Unemployed ☐
   5. Others ☐

☐

11) Guardian's occupation	: 1. Govt. Servant ☐ 2. Business 3. Daily wage earner ☐ 4. Unemployed ☐ 5. Others ☐
12) Average household monthly income	:1. Below Rs.10000 ☐ 2. Rs. 10000-25000 ☐ 3.Rs. 25000-35000 ☐ 4. Rs. 35000-45000 ☐ 5.Rs. 45000-55000 ☐ 6. Above Rs 55000 ☐
13) Number of family members	:
14) No. of siblings	:
15) Number of dependents	:
16) Number of earners	:

Section 2: Pattern of Social Networking Sites Usage

1) Do you have account on Social Networking Sites(SNS)?
   1.Yes ☐ 2. No ☐
2) If Yes, what is the device used for accessing Social Networking Sites(SNS)??
   1. Phone ☐ 2. PC ☐ 3. Laptop ☐ 4. Others ☐
3) What is the brand of your device?
   _____
4) What is the price of the device (in rupees)?
   1. Below 5000 ☐ 2. 5000-10000 ☐ 3. 10000-15000 ☐ 4. 15000-20000 ☐
   5. 20000-30000 ☐ 6.30000 above ☐
5) Who bought you the gadget?
   1. Parents ☐ 2. Self ☐
6) If Self, how?
   _____
7) How do you get it?
   _____
8) What are the types of internet service you are using?
   1. Airtel ☐ 2. Vodafone ☐ 3. Jio ☐ 4. BSNL ☐ 5. Others ☐
9) Do you have Wifi internet connection at home?
   1.Yes ☐ 2. No ☐
10) On average, how much do you spend for internet bill per month (in rupees)?
    1. Below 200 ☐ 2. 200-400 ☐ 3. 400-600 ☐ 4. 600-800 ☐ 5. 800-1000 ☐
    6. 1000-1200 ☐ 7. 1200-1400 ☐ 8. Above 1400 ☐
11) Who pays the bills?
    1. Parents ☐ 2. Self ☐
12) If Self, how?
    _____
13) What is the motive/purpose of using Social Networking Sites(SNS)?
    1. Entertainment ☐ 2. Communication ☐ 3. Time pass ☐ 4. Academic related ☐
    5. Keeping in pace with others ☐ 6. Knowledge and creativity ☐ 7. Others ☐

14) What is your favorite Social Networking Sites(SNS)?
1. Youtube ☐ 2. Whatsapp ☐ 3. Facebook ☐ 4. Instagram ☐
5. Twitter ☐ 6. Google+ ☐ 7. Snapchat ☐ 8. Others ☐

15) Why?

_____

16) What is the average hours spend on Social Networking Sites(SNS) per day?
1. Less than 1 hour ☐ 2. 1-2 hours ☐ 3. 2-3 hours ☐ 4. 3-4 hours ☐
5. 4-5 hours ☐ 6. 5-6 hours ☐ 7. More than 6 hours ☐

17) Are there any restrictions from your parent on using your device?
1. Yes ☐ 2. No ☐

18) Do you take your phone/gadget to school?
1.Yes ☐ 2. No ☐

19) Do you use Social Networking Sites(SNS) for monetization?
1. Yes ☐ 2. No ☐

20) If Yes, what are they?

_____

21) Please, indicate how often you use for monetization:

SI/No	SNS	Often	Always	Sometimes	Rarely
1		1	2	3	4
2		1	2	3	4
3		1	2	3	4
4		1	2	3	4
5		1	2	3	4

27) What is your average monthly income from monetization?
1. Below 10000 ☐ 2. 10000-2500 ☐ 3. 25000-35000 ☐
4. 35000-44500 ☐ 5. 45000-55000 ☐ 6. 55000 above ☐

28) Did you play online games?
1. Yes ☐ 2. No ☐

28) If Yes, what types of games did you play?

_____

29) What is the average hour you spend per day on online gaming?
1. Less than 1 hour ☐ 2. 1-2 hours ☐ 3.2-3 hours ☐ 4.3-4 hours ☐
5. 4-5 hours ☐ 6. More than 5 hours ☐

30) What is your average monthly expenditure on online games (in rupees)?
1)Below 200 ☐ 2) 200-400 ☐ 3) 400-600 ☐ 4) 600-800 ☐ 5) 800-1000 ☐
6)1000-1200 ☐ 7)1200-1400 ☐ 8) Above 1400 ☐

Section 3: Academic Performances

School related issues

1) What is your favourite Subject.
   1) Mathematics ☐ 2) Science ☐ 3) Social Science ☐ 4) Mizo ☐
   5) English 6) Hindi ☐ 7) Others _____
2) Why is it your favourite subject?

   _____
3) Who is your favourite teacher?

   _____
4) Why is he/she your favorite subject teacher?

   _____
5) How do you go to school?
   1. Private Vehicle ☐ 2. Public transport ☐ 3. By foot ☐
6) Distance of school from home?
   1) Less than 1km ☐ 2)1-2 km ☐ 3) 2-3 km ☐ 4) 3-4 km ☐
   5) 4-5 km ☐ 6) More than 5 km ☐
7) Did you bring your own lunch from home?
   1. Yes ☐ 2. No ☐
8) If No, where do you get your lunch from?

   _____
9) What is your daily expenditure in school?
   1.Below Rs50 ☐ 2. Rs 50-100 ☐ 3. Rs 100 above ☐
10) Are you involving in any Co-curricular activities?
   1. Yes ☐ 2. No ☐
11) If Yes, what are they?

   _____
12) Did you receive/win awards in the activities?
   1.Yes ☐ 2. No ☐
13) If Yes, what are they?

   _____

Study patterns/nature

1) Please rate your academic performances:

Sl/No	Class	Scores/Division				
		Distinction	First	Second	Third	Failed
1	IX					
2	X (1st term)					

2) When is your average personal study hours in a day?
1. Less than 1 hour 2. 1-2 hours 3.2-3 hours 4. 3-4 hours
5. 4-5 hours ☐ 6. More than 5 hours ☐

3) What is your favorite study time?
1. Early morning ☐ 2. Day time ☐ 3. Evening ☐ 4. Night time ☐
5. Late night ☐

4) Do you have study table on your own?
1) Yes ☐ 2) No ☐

5) Where do you study?
1. Sitting room ☐ 2. Kitchen ☐ 3. Bedroom ☐ 4. Own room ☐
5.Living room ☐ 6. Others ☐

6) What learning style suits you best?
1.Visual ☐ 2. Auditory ☐ 3. Read/Write ☐ 4. Kinesthetic ☐

7) What is the average maximum concentration hours spend on your studies?
1. Less than 1 hour ☐ 2. 1-2 hours ☐ 3.2-3 hours ☐ 4.3-4 hours ☐
5. 4-5 hours ☐ 6. More than 5 hours ☐

8) Please rate your study habits:

Sl/No	Variables	Always	Often	Sometimes	Rarely
1	Daily				
2	Weekly				
3	Monthly				
4	Near/During class test				
5	Near/during exams				

9) Please answer the question in regard to your studies:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Enjoy time spend on studies	1	2	3	4
Love for learning	1	2	3	4
Balance time between studies & social networking sites usage	1	2	3	4
Maintenance of class performance	1	2	3	4
Meeting studies target	1	2	3	4
Covering syllabus with little time devoted to studies	1	2	3	4
Competing well in studies	1	2	3	4